Unit 3: Information texts

You can use the unit overview to support your lesson planning. This unit is not exemplified which allows you to personalise the unit and apply the principles from the exemplified units.

Suggested timing

Four weeks

Overview

* Support the children in posing questions on a theme studied in another curriculum subject and record these in writing, prior to reading. They investigate non-fiction texts on paper and on-screen on similar themes to show that they can both give different information and present similar information in different ways. They use web search engines, websites and other electronic sources, plus contents pages, menus and alphabetically ordered texts, for example, dictionaries, encyclopedias, indexes, directories and registers. They locate definitions and explanations in dictionaries and glossaries and scan texts to find specific information, such as key words or phrases and subheadings. They skim-read the title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and then evaluate its usefulness for the research in hand.
* The children 'close-read' text to gain information, finding the meaning of unknown words by deducing from the text, asking someone, or referring to a dictionary or encyclopedia.
* They make simple notes from non-fiction texts, for example, on key words and phrases, page and web references and headings, to use in subsequent writing.
* The children write simple information texts incorporating labelled pictures and diagrams, charts and lists as appropriate.
* They draw on knowledge and experience of texts in deciding and planning what and how to write.
* As a class, they create an alphabetically ordered dictionary or glossary of special interest words.